

An Roinn Oideachais agus Scileanna
Department of Education and Skills

DEIS EVALUATION

REPORT

School Name	Scoil Padre Pio N S
School Address	Churchfield Terrace West Churchfield Cork
Roll number	18217B

Date of Evaluation: 05-06-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

DEIS EVALUATION

In 2017, the Department published the DEIS (*Delivering Equality of Opportunity in Schools*) Plan. The aim of this plan is to ensure better educational outcomes for learners in schools from disadvantaged communities and to maximise the chances of every child getting the best possible opportunity to fulfil her/his potential in life.

Schools are expected to develop action plans for improvement in the following areas (referred to as the DEIS themes): attendance; retention; transitions; literacy; numeracy; partnership with parents; partnership with other schools and educational providers, and with external agencies. Post-primary schools are also expected to develop action plans for improvement in examination attainment.

The DEIS Evaluation model evaluates and reports on the school's action planning for improvement.

HOW TO READ THIS REPORT

During this inspection, the inspectors evaluated the school's action planning for improvement under the following headings:

1. DEIS action planning for improvement
2. DEIS themes

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

The school met the requirements in relation to each of the checks above.

DEIS Evaluation

INSPECTION ACTIVITIES

Date of inspection	05-06-2019
Inspection activities undertaken <ul style="list-style-type: none">• Interview with principal and relevant staff• Examination of school's current action plans for improvement• Observation of DEIS-related activities and interventions• Pupil focus-group interview	<ul style="list-style-type: none">• Parent focus-group interview• Analysis of parent and pupil questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and relevant staff

SCHOOL CONTEXT

Scoil Padre Pio is a co-educational primary school located in Churchfield, on the north side of Cork city. It participates in Band I of the DEIS action plan and at the time of the evaluation there were 266 pupils enrolled in the school. Staffing comprises an administrative principal and deputy principal, sixteen mainstream class teachers, five special class teachers for pupils with Autistic Spectrum Disorders (ASD) and eight special education teachers (SETs). It has the services of a full-time home-school-community-liaison (HSCL) coordinator and participates in the School Completion Programme (SCP). The school also offers the Early Start programme, a one-year intervention which aims to meet the needs of children, in advance of their commencement in junior infants.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

The key findings in relation to the DEIS action planning for improvement process in this school are the following:

- The overall quality of DEIS action planning for improvement is very good; there is scope to communicate this plan with the wider school community.
- Clear and specific targets for improvement have been established under each of the DEIS themes; scope to enhance the focus on pupils' experiences, attitudes and dispositions in literacy and numeracy was noted.
- A broad range of initiatives is implemented in an effective manner throughout the school to support the achievement of DEIS targets; further extending some aspects of assessment and teaching would further enhance provision.
- Targeted and relevant continuous professional development (CPD) is availed of by staff and the work that has been undertaken in the area of peer collaborative support and upskilling is highly commendable.
- A number of initiatives to improve pupil attendance are well implemented; ongoing work in this area is required to address the attendance levels of some pupils.

RECOMMENDATIONS

Aspects of the DEIS action planning for improvement process that require development in this school include:

- Publishing a summary of the DEIS action plan for the wider school community in accordance with the requirements of the school self-evaluation process.
- Further developing the focus on pupils' experiences, attitudes and dispositions in the DEIS planning process.

- Extending the range of assessment approaches in use with a view to clearly identifying additional target groups of pupils whose attainment could be further advanced.
- Increasing the visual profile of school attendance initiatives in the schools' physical environment and extending the range of initiatives to promote school punctuality and attendance.

DETAILED FINDINGS AND RECOMMENDATIONS

1. DEIS ACTION PLANNING FOR IMPROVEMENT

The overall quality of the DEIS action planning for improvement is very good. A broad range of school assessment data is carefully analysed and clear, specific targets for improvement have been collaboratively developed by school management and staff for each of the DEIS themes. An extensive range of strategies, which are clearly linked to each of the DEIS targets, has been introduced throughout the school. The impact of DEIS planning on pupils' learning outcomes is systematically monitored and reviewed and this process informs the ongoing development and implementation of initiatives. Teachers are facilitated to regularly engage with relevant continuous professional development (CPD) opportunities and they collaborate in a very effective manner to share this expertise.

The board is regularly informed of key developments in the DEIS planning process and financial resources are well managed. It is recommended that the board publish a summary of the DEIS action plan for improvement with the wider school community in accordance with the requirements of the school self-evaluation process.

In addition to the cultivation of very positive pupil-teacher relationships, the school has introduced a range of effective initiatives to enhance pupils' resilience and well-being. The school has also recently adopted its digital learning plan which is designed to enhance the role technology in teaching and learning.

2. DEIS THEMES

2.1 LITERACY AND NUMERACY

Literacy:

The overall quality of action planning for improvement in literacy is very good. A broad range of assessment approaches including standardised tests, running records of reading, norm referenced reading and comprehension tests and checklists is used to establish a baseline of pupil attainment at each class level. The Primary Language Curriculum is also used in an effective manner to benchmark pupils' attainment in oral language and writing. Clear targets for improvement in each strand of literacy, from the established baseline, have been established.

A comprehensive range of interventions and initiatives, linked to the targets, is implemented throughout the school. Significant and highly effective work has been undertaken by the literacy coordinating team to ensure that the role of each class teacher in contributing to the achievement of the whole-school target is clearly understood. Targeted and relevant CPD is availed of by staff and the work that has been undertaken in the area of peer collaborative support and upskilling is highly commendable.

The impact of action planning in literacy on pupils' learning and outcomes is closely monitored and collaboratively reviewed. While there is clear evidence of improvement among a number of pupils, some whole-school assessment data indicates that there is further scope to improve learning outcomes in this area. Extending the current approach to assessment is recommended with a view to clearly identifying additional target groups of pupils whose attainment could be further advanced.

Numeracy

The quality of action planning for improvement in Mathematics is very good. The planning team has engaged in a rigorous analysis of assessment data. This process has informed the establishment of clear targets aimed at improving pupil learning outcomes in specific strand and skills areas of the curriculum. While general targets have been set for improvements in pupils' and parents' attitudes and dispositions in literacy and numeracy, it is recommended that a baseline be established against which improvements in these areas could be assessed.

The whole-school targets are clearly reflected in the work in classrooms. Collaborative problem-solving, team teaching, Maths Recovery, Ready-Set-Go Maths, Maths for Fun and oral mathematical activities are implemented throughout the school. At some class levels, ability banding is used for Mathematics. It is recommended that this approach be reviewed and its impact on pupils' experiences, attitudes and dispositions be regularly and systematically evaluated.

The impact of initiatives on pupil learning outcomes is closely tracked and monitored at a whole-school level. While there is evidence of pupils making significant progress in Mathematics, the attainment levels of some pupils' requires more rigorous examination. Extending the range of assessment approaches for these pupils and providing individualised feedback on their work would assist in this regard. It is also recommended that the school place additional emphasis on pupils' presentation of written tasks in Mathematics to assist them to organise, clarify and reflect on their work.

2.2 Attendance, Retention, Transitions

High-quality action planning is in place for attendance, retention and progression. Attendance levels and patterns are systematically monitored and analysed. This data informs target setting for improvement in overall pupil attendance and in the attendance levels of identified groups of pupils. A good range of initiatives is implemented to support the achievement of these targets. These include acknowledgement of attendance and punctuality, rewards for full attendance and incentives introduced at specific times of the school year. Home visits, text messaging, phone calls to parents and regular meetings with Education Welfare Officer are also key features of practice. While the attendance levels of some targeted pupils have improved, there remains a significant number of pupils for whom attendance is a cause for concern. In the context of the school's ongoing action planning to improve attendance, consideration should be given to increasing the visual profile of school attendance initiatives in the schools' physical environment and to exploring the potential impact of initiatives such as breakfast clubs on school punctuality and attendance.

The school reports full retention of pupils in education up to sixth class and all pupils transfer to post-primary education. The highly-effective role played by the HSCL coordinator in supporting the transition to post primary school is acknowledged. The school's involvement in initiatives with the local university to heighten awareness and expectations regarding progression routes in education is highly commended.

Transitions from pre-school to primary school and from primary school to post primary schools have also been targeted for development. Strategic partnerships have been established with an extensive

range of statutory, community and voluntary agencies in the local area to support the achievement of these targets. The benefits of these partnerships are noted in the Early Start setting and throughout the school.

2.3 Partnership with parents and others

The effectiveness of DEIS action planning for promoting positive and effective partnerships with parents and others is very good. The school is very welcoming of parents and a range of strategies is in place to ensure effective collaboration and communication. These include a school website containing a range of school policies and effective use of social media to share school events, activities and pupils' achievements.

The HSCL works in a very effective manner on a range of initiatives to enhance partnership with parents and others. Training is provided for parents who attend the school to support pupils on initiatives to enhance provision for literacy and numeracy. The school has succeeded in providing a range of courses for parents. The outcomes of a meeting with a focus group of parents combined with an analysis of parental questionnaires reveal very positive attitudes among to the school and very high expectation levels for their children in education. Parents also report feeling fully included both in the life of the school and in the education of their children.

The DEIS plan outlines targets for increased parental engagement with a broad range of community supports. Evidence of positive, strategic and effective relationships with these organisations was noted in the school.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils'/students' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils'/students' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management welcomes this extremely positive report and is very proud of the staff, pupils, parents and wider community of Scoil Padre Pio.

The Board notes that the inspectorate found our school to perform at the highest level of their quality continuum in every area evaluated.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The school has published a summary of the DEIS action plan for the wider school community. We are currently extending the range of our assessment approaches with a view to clearly identifying additional target groups whose attainments could be further advanced.

The Board will ensure that all recommendations are fully implemented in this school year.